CUMULATIVE INDEX

TESOL Quarterly, Volumes 19-20 (1985-1986)

Author Index

Abraham, Roberta G., Field Independence-Dependence and the Teaching of Grammar, Vol. 19, No. 4, p. 689.

Adams, Thomas W., Review: G. V. Rogova, *Methods of Teaching English*, Vol. 19, No. 1, p. 159.

Allen, Patrick, Maria Fröhlich, and Nina Spada, Differences in the Communicative Orientation of L2 Classrooms, Vol. 19, No. 1, p. 27.

d'Anglejan, Alison, Gisèle Painchaud, and Claude Renaud, Beyond the Language Classroom: A Study of Communicative Abilities in Adult Immigrants Following Intensive Instruction, Vol. 20, No. 2, p. 185.

Auerbach, Elsa Roberts, Competency-Based ESL: One Step Forward or Two Steps Back?, Vol. 20, No. 3, p. 411.

Auerbach, Elsa Roberts, and Denise Burgess, The Hidden Curriculum of Survival ESL, Vol. 19, No. 3, p. 475.

Bachman, Lyle F., Performance on Cloze Tests with Fixed-Ratio and Rational Deletions, Vol. 19, No. 3, p. 535.

Beardsley, Robert S., and Janet G. Graham, English for Specific Purposes: Content, Language, and Communication in a Pharmacy Course Model, Vol. 20, No. 2, p. 227.

Beretta, Alan, Program-Fair Language Teaching Evaluation, Vol. 20, No. 3, p. 431.

Block, Ellen, The Comprehension Strategies of Second Language Readers, Vol. 20, No. 3, p. 463.

Bowers, Roger, English in the World: Aims and Achievements in English Language Teaching, Vol. 20, No. 3, p. 393.

Brock, Cynthia A., The Effects of Referential Questions on ESL Classroom Discourse, Vol. 20, No. 1, p. 47.

Bruss, Neal, Review: John J. Gumperz, *Discourse Strategies (Studies in Interactional Sociolinguistics 1)*, Vol. 20, No. 1, p. 111.

Burgess, Denise, and Elsa Roberts Auerbach, The Hidden Curriculum of Survival ESL, Vol. 19, No. 3, p. 475.

Call, Mary Emily, Auditory Short-Term Memory, Listening Comprehension, and the Input Hypothesis, Vol. 19, No. 4, p. 765.

Carrell, Patricia L., Facilitating ESL Reading by Teaching Text Structure, Vol. 19, No. 4, p. 727.

Cathcart-Strong, Ruth L., Input Generation by Young Second Language Learners, Vol. 20, No. 3, p. 515.

Chamot, Anna Uhl, J. Michael O'Malley, Gloria Stewner-Manzanares, Rocco P. Russo, and Lisa Küpper, Learning Strategy Applications with Students of English as a Second Language, Vol. 19, No. 3, p. 557.

Chapelle, Carol, and Joan Jamieson, Computer-Assisted Language Learning as a Predictor of Success in Acquiring English as a Second Language, Vol. 20, No. 1, p. 27.

Chaudron, Craig, The Interaction of Quantitative and Qualitative Approaches to Research: A View of the Second Language Classroom, Vol. 20, No. 4, p. 709.
Christison, Mary Ann, and Karl J. Krahnke, Student Perceptions of Academic Language Study, Vol. 20, No. 1, p. 61.
Cohen, Andrew D., Review: J.C. Alderson and A.H. Urquhart (Eds.), *Reading in a Foreign Language*, Vol. 20, No. 4, p. 747.
Cortese, Giuseppina, From Receptive to Productive in Post-Intermediate EFL Classes: A Pedagogical "Experiment," Vol. 19, No. 1, p. 7.
Cross, David, Review: Rod Ellis, *Classroom Second Language Development*, Vol. 19, No. 4, p. 783.
Crow, John T., and June R. Quigley, A Semantic Field Approach to Passive Vocabulary Acquisition for Reading Comprehension, Vol. 19, No. 3, p. 497.

DeCarrico, Jeanette S., Tense, Aspect, and Time in the English Modality System, Vol. 20, No. 4, p. 665.
Dickerson, Wayne B., The Invisible Y: A Case for Spelling in Pronunciation Learning, Vol. 19, No. 2, p. 303.
Doughty, Catherine, and Teresa Pica, "Information Gap" Tasks: Do They Facilitate Second Language Acquisition?, Vol. 20, No. 2, p. 305.
Dunkel, Patricia, Review: Christopher Butler, *Statistics in Linguistics*, Vol. 20, No. 3, p. 549.

Eisenstein, Miriam, Introduction: Alternatives in Second Language Research: Three Articles on the State of the Art, Vol. 20, No. 4, p. 683.
Eisenstein, Miriam, and Carol Montgomery, Real Reality Revisited: An Experimental Communicative Course in ESL, Vol. 19, No. 2, p. 317.
Enright, D. Scott, and Mary Lou McCloskey, Yes, Talking!: Organizing the Classroom to Promote Second Language Acquisition, Vol. 19, No. 3, p. 431.

Flynn, Suzanne, Review: Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics*, Vol. 19, No. 1, p. 155.
Fröhlich, Maria, Nina Spada, and Patrick Allen, Differences in the Communicative Orientation of L2 Classrooms, Vol. 19, No. 1, p. 27.

Gee, James Paul, Review Article: Orality and Literacy: From *The Savage Mind* to *Ways With Words*, Vol. 20, No. 4, p. 719.
Graham, Janet G., and Robert S. Beardsley, English for Specific Purposes: Content, Language, and Communication in a Pharmacy Course Model, Vol. 20, No. 2, p. 227.
Greenberg, Karen L., Review Article: The Development and Validation of the TOEFL Writing Test: A Discussion of TOEFL Research Reports 15 and 19, Vol. 20, No. 3, p. 531.
Gregg, Kevin R., Review: Stephen D. Krashen, *The Input Hypothesis: Issues and Implications*, Vol. 20, No. 1, p. 116.

Hananiа, Edith, and May Shikhani, Interrelationships Among Three Tests of Language Proficiency: Standardized ESL, Cloze, and Writing, Vol. 20, No. 1, p. 97.
Henning, Grant, Quantitative Methods in Language Acquisition Research, Vol. 20, No. 4, p. 701.
Horowitz, Daniel M., What Professors Actually Require: Academic Tasks for the ESL Classroom, Vol. 20, No. 3, p. 445.

Ilyin, Donna, and Steven Spurling, The Impact of Learner Variables on Language Test Performance, Vol. 19, No. 2, p. 283.
Irujo, Suzanne, Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language, Vol. 20, No. 2, p. 287.

Jamieson, Joan, and Carol Chapelle, Computer-Assisted Language Learning as a Predictor of Success in Acquiring English as a Second Language, Vol. 20, No. 1, p. 27.
Johns, Ann M., Coherence and Academic Writing: Some Definitions and Suggestions for Teaching, Vol. 20, No. 2, p. 247.
Johnson, Donna M., Results of a National Survey of Graduates of Bilingual Education Programs, Vol. 19, No. 1, p. 59.
Jones, Barbara, and Kyle Perkins, Measuring Passage Contribution in ESL Reading Comprehension, Vol. 19, No. 1, p. 137.

Khalil, Aziz, Communicative Error Evaluation: Native Speakers' Evaluation and Interpretation of Written Errors of Arab EFL Learners, Vol. 19, No. 2, p. 335.
Kimball, Jack, Review: Mohyeddin Abdulaziz, William Smalzer, and Helen Abdulaziz, *The Computer Book*, Vol. 20, No. 2, p. 327.
Krahnke, Karl J., Review: Stephen D. Krashen and Tracy D. Terrell, *The Natural Approach: Language Acquisition in the Classroom*, Vol. 19, No. 3, p. 591.
Krahnke, Karl J., and Mary Ann Christison, Student Perceptions of Academic Language Study, Vol. 20, No. 1, p. 61.
Krasnick, Harry, Review: Robert Clark and Jo McDonough, *Imaginary Crimes*, and Kevin King, *Trial by Jury*, Vol. 20, No. 3, p. 545.
Küpper, Lisa, J. Michael O'Malley, Anna Uhl Chamot, Gloria Stewner-Manzanares, and Rocco P. Russo, Learning Strategy Applications with Students of English as a Second Language, Vol. 19, No. 3, p. 557.

LeBlanc, Raymond, and Gisèle Painchaud, Self-Assessment as a Second Language Placement Instrument, Vol. 19, No. 4, p. 673.
LeMon, Richard E., Review: COMSIS Corporation, *Review of the State-of-the-Art of Educational Technologies Implemented in Programs Serving LEP Students Funded by the Department of Education*, Vol. 20, No. 2, p. 331.
Lo, Winnie Au-Yeung, and Bernard A. Mohan, Academic Writing and Chinese Students: Transfer and Developmental Factors, Vol. 19, No. 3, p. 515.
Long, Michael H., and Patricia A. Porter, Group Work, Interlanguage Talk, and Second Language Acquisition, Vol. 19, No. 2, p. 207.

McCloskey, Mary Lou, and D. Scott Enright, Yes, Talking!: Organizing the Classroom to Promote Second Language Acquisition, Vol. 19, No. 3, p. 431.
McConochie, Jean, "Musing on the Lamp Flame": Teaching a Narrative Poem in a College-Level ESOL Class, Vol. 19, No. 1, p. 125.
McGroarty, Mary, and Robert L. Politzer, An Exploratory Study of Learning Behaviors and Their Relationship to Gains in Linguistic and Communicative Competence, Vol. 19, No. 1, p. 103.
Milk, Robert D., The Changing Role of ESL in Bilingual Education, Vol. 19, No. 4, p. 657.
Milk, Robert D., and Arnulfo G. Ramírez, Notions of Grammaticality Among Teachers of Bilingual Pupils, Vol. 20, No. 3, p. 495.
Mohan, Bernard A., and Winnie Au-Yeung Lo, Academic Writing and Chinese Students: Transfer and Developmental Factors, Vol. 19, No. 3, p. 515.
Montgomery, Carol, and Miriam Eisenstein, Real Reality Revisited: An Experimental Communicative Course in ESL, Vol. 19, No. 2, p. 317.

Nagle, Stephen J., and Sara L. Sanders, Comprehension Theory and Second Language Pedagogy, Vol. 20, No. 1, p. 9.

O'Malley, J. Michael, Anna Uhl Chamot, Gloria Stewner-Manzanares, Rocco P. Russo, and Lisa Küpper, Learning Strategy Applications with Students of English as a Second Language, Vol. 19, No. 3, p. 557.

Painchaud, Gisèle, Alison d'Anglejan, and Claude Renaud, Beyond the Language Classroom: A Study of Communicative Abilities in Adult Immigrants Following Intensive Instruction, Vol. 20, No. 2, p. 185.

Painchaud, Gisèle, and Raymond LeBlanc, Self-Assessment as a Second Language Placement Instrument, Vol. 19, No. 4, p. 673.

Pennington, Martha C., Review: Fraida Dubin (Producer), *The Teacher/Learner Interaction Series: Three Videotapes for ESL Teacher-Training Workshops*, Vol. 19, No. 2, p. 353.

Pennington, Martha C., and Jack C. Richards, Pronunciation Revisited, Vol. 20, No. 2, p. 207.

Pennycook, Alastair, Actions Speak Louder Than Words: Paralanguage, Communication, and Education, Vol. 19, No. 2, p. 259.

Perkins, Kyle, and Barbara Jones, Measuring Passage Contribution in ESL Reading Comprehension, Vol. 19, No. 1, p. 137.

Pica, Teresa, and Catherine Doughty, "Information Gap" Tasks: Do They Facilitate Second Language Acquisition?, Vol. 20, No. 2, p. 305.

Politzer, Robert L., and Mary McGroarty, An Exploratory Study of Learning Behaviors and Their Relationship to Gains in Linguistic and Communicative Competence, Vol. 19, No. 1, p. 103.

Porter, Patricia A., and Michael H. Long, Group Work, Interlanguage Talk, and Second Language Acquisition, Vol. 19, No. 2, p. 207.

Quigley, June R., and John T. Crow, A Semantic Field Approach to Passive Vocabulary Acquisition for Reading Comprehension, Vol. 19, No. 3, p. 497.

Raimes, Ann, What Unskilled ESL Students Do as They Write: A Classroom Study of Composing, Vol. 19, No. 2, p. 229.

Ramírez, Arnulfo G., and Robert D. Milk, Notions of Grammaticality Among Teachers of Bilingual Pupils, Vol. 20, No. 3, p. 495.

Renaud, Claude, Alison d'Anglejan, and Gisèle Painchaud, Beyond the Language Classroom: A Study of Communicative Abilities in Adult Immigrants Following Intensive Instruction, Vol. 20, No. 2, p. 185.

Richards, Jack C., and Martha C. Pennington, Pronunciation Revisited, Vol. 20, No. 2, p. 207.

Riddle, Elizabeth, The Meaning and Discourse Function of the Past Tense in English, Vol. 20, No. 2, p. 267.

Robb, Thomas, Steven Ross, and Ian Shortreed, Salience of Feedback on Error and Its Effect on EFL Writing Quality, Vol. 20, No. 1, p. 83.

Ross, Steven, Thomas Robb, and Ian Shortreed, Salience of Feedback on Error and Its Effect on EFL Writing Quality, Vol. 20, No. 1, p. 83.

Russo, Rocco P., J. Michael O'Malley, Anna Uhl Chamot, Gloria Stewner-Manzanares, and Lisa Küpper, Learning Strategy Applications with Students of English as a Second Language, Vol. 19, No. 3, p. 557.

Sanders, Sara L., and Stephen J. Nagle, Comprehension Theory and Second Language Pedagogy, Vol. 20, No. 1, p. 9.

Seright, Linda, Age and Aural Comprehension Achievement in Francophone Adults Learning English, Vol. 19, No. 3, p. 455.

Sheikh-Ibrahim, Abdul-Latif, Review: Judy B. Gilbert, *Clear Speech: Pronunciation and Listening Comprehension in American English*, Vol. 19, No. 3, p. 585.

Shih, May, Content-Based Approaches to Teaching Academic Writing, Vol. 20, No. 4, p. 617.

Shikhani, May, and Edith Hanania, Interrelationships Among Three Tests of Language Proficiency: Standardized ESL, Cloze, and Writing, Vol. 20, No. 1, p. 97.

Shortreed, Ian, Thomas Robb, and Steven Ross, Salience of Feedback on Error and Its Effect on EFL Writing Quality, Vol. 20, No. 1, p. 83.

Spack, Ruth, Literature, Reading, Writing, and ESL: Bridging the Gaps, Vol. 19, No. 4, p. 703.

Spada, Nina, Maria Fröhlich, and Patrick Allen, Differences in the Communicative Orientation of L2 Classrooms, Vol. 19, No. 1, p. 27.

Spurling, Steven, and Donna Ilyin, The Impact of Learner Variables on Language Test Performance, Vol. 19, No. 2, p. 283.

Stewner-Manzanares, Gloria, J. Michael O'Malley, Anna Uhl Chamot, Rocco P. Russo, and Lisa Küpper, Learning Strategy Applications with Students of English as a Second Language, Vol. 19, No. 3, p. 557.

Tabors, Patton O., Review: Kenji Hakuta, *The Mirror of Language: The Debate on Bilingualism*, Vol. 20, No. 4, p. 752.

Tollefson, James W., Functional Competencies in the U.S. Refugee Program: Theoretical and Practical Problems, Vol. 20, No. 4, p. 649.

Tollefson, James W., Research on Refugee Resettlement: Implications for Instructional Programs, Vol. 19, No. 4, p. 753.

van Lier, Leo A. W., Review: Herbert W. Seliger and Michael H. Long (Eds.), *Classroom Oriented Research in Second Language Acquisition*, Vol. 19, No. 2, p. 356.

Wolfson, Nessa, Research Methodology and the Question of Validity, Vol. 20, No. 4, p. 689.

Zamel, Vivian, Responding to Student Writing, Vol. 19, No. 1, p. 79.

Index of Books Reviewed

Abdulaziz, Mohyeddin, William Smalzer, and Helen Abdulaziz, *The Computer Book* (Jack Kimball), Vol. 20, No. 2, p. 327.

Alderson, J.C., and A.H. Urquhart (Eds.), *Reading in a Foreign Language* (Andrew D. Cohen), Vol. 20, No. 4, p. 747.

Butler, Christopher, *Statistics in Linguistics* (Patricia Dunkel), Vol. 20, No. 3, p. 549.

Clark, Robert, and Jo McDonough, *Imaginary Crimes* (Harry Krasnick), Vol. 20, No. 3, p. 545.

COMSIS Corporation, *Review of the State-of-the-Art of Educational Technologies Implemented in Programs Serving LEP Students Funded by the Department of Education* (Richard E. LeMon), Vol. 20, No. 2, p. 331.

Dubin, Fraida (Producer), *The Teacher/Learner Interaction Series: Three Videotapes for ESL Teacher-Training Workshops* (Martha C. Pennington), Vol. 19, No. 2, p. 353.

Ellis, Rod, *Classroom Second Language Development* (David Cross), Vol. 19, No. 4, p. 783.

Gilbert, Judy B., *Clear Speech: Pronunciation and Listening Comprehension in American English* (Abdul-Latif Sheikh-Ibrahim), Vol. 19, No. 3, p. 535.

Gumperz, John J., *Discourse Strategies (Studies in Interactional Sociolinguistics 1)* (Neal Bruss), Vol. 20, No. 1, p. 111.

Hakuta, Kenji, *The Mirror of Language: The Debate on Bilingualism* (Patton O. Tabors), Vol. 20, No. 4, p. 752.

Hatch, Evelyn, and Hossein Farhady, *Research Design and Statistics for Applied Linguistics* (Suzanne Flynn), Vol. 19, No. 1, p. 155.

King, Kevin, *Trial by Jury* (Harry Krasnick), Vol. 20, No. 3, p. 545.

Krashen, Stephen D., *The Input Hypothesis: Issues and Implications* (Kevin R. Gregg), Vol. 20, No. 1, p. 116.

Krashen, Stephen D., and Tracy D. Terrell, *The Natural Approach: Language Acquisition in the Classroom* (Karl J. Krahnke), Vol. 19, No. 3, p. 591.

Rogova, G.V., *Methods of Teaching English* (Thomas W. Adams), Vol. 19, No. 1, p. 159.

Seliger, Herbert W., and Michael H. Long (Eds.), *Classroom Oriented Research in Second Language Acquisition* (Leo A.W. van Lier), Vol. 19, No. 2, p. 356.

Selected Topic Index

BILINGUALISM/BILINGUAL EDUCATION

Johnson, Donna M., Results of a National Survey of Graduates of Bilingual Education Programs, Vol. 19, No. 1, p. 59.

Milk, Robert D., The Changing Role of ESL in Bilingual Education, Vol. 19, No. 4, p. 657.

Ramírez, Arnulfo G., and Robert D. Milk, Notions of Grammaticality Among Teachers of Bilingual Pupils, Vol. 20, No. 3, p. 495.

CLASSROOM-CENTERED RESEARCH

Brock, Cynthia A., The Effects of Referential Questions on ESL Classroom Discourse, Vol. 20, No. 1, p. 47.

Chaudron, Craig, The Interaction of Quantitative and Qualitative Approaches to Research: A View of the Second Language Classroom, Vol. 20, No. 4, p. 709.

Doughty, Catherine, and Teresa Pica, "Information Gap" Tasks: Do They Facilitate Second Language Acquisition?, Vol. 20, No. 2, p. 305.

Fröhlich, Maria, Nina Spada, and Patrick Allen, Differences in the Communicative Orientation of L2 Classrooms, Vol. 19, No. 1, p. 27.

Long, Michael H., and Patricia A. Porter, Group Work, Interlanguage Talk, and Second Language Acquisition, Vol. 19, No. 2, p. 207.

COMPUTER APPLICATIONS

Chapelle, Carol, and Joan Jamieson, Computer-Assisted Language Learning as a Predictor of Success in Acquiring English as a Second Language, Vol. 20, No. 1, p. 27.

CONTRASTIVE STUDIES

Irujo, Suzanne, Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language, Vol. 20, No. 2, p. 287.

Mohan, Bernard A., and Winnie Au-Yeung Lo, Academic Writing and Chinese Students: Transfer and Developmental Factors, Vol. 19, No. 3, p. 515.

CURRICULUM/SYLLABUS DESIGN

Auerbach, Elsa Roberts, Competency-Based ESL: One Step Forward or Two Steps Back?, Vol. 20, No. 3, p. 411.

Auerbach, Elsa Roberts, and Denise Burgess, The Hidden Curriculum of Survival ESL, Vol. 19, No. 3, p. 475.

Christison, Mary Ann, and Karl J. Krahnke, Student Perceptions of Academic Language Study, Vol. 20, No. 1, p. 61.

Cortese, Giuseppina, From Receptive to Productive in Post-Intermediate EFL Classes: A Pedagogical "Experiment," Vol. 19, No. 1, p. 7.

Graham, Janet G., and Robert S. Beardsley, English for Specific Purposes: Content, Language, and Communication in a Pharmacy Course Model, Vol. 20, No. 2, p. 227.

Mongtomery, Carol, and Miriam Eisenstein, Real Reality Revisited: An Experimental Communicative Course in ESL, Vol. 19, No. 2, p. 317.

Tollefson, James W., Functional Competencies in the U.S. Refugee Program: Theoretical and Practical Problems, Vol. 20, No. 4, p. 649.

Tollefson, James W., Research on Refugee Resettlement: Implications for Instructional Programs, Vol. 19, No. 4, p. 753.

DISCOURSE/PRAGMATICS

Cathcart-Strong, Ruth L., Input Generation by Young Second Language Learners, Vol. 20, No. 3, p. 515.

DeCarrico, Jeanette S., Tense, Aspect, and Time in the English Modality System, Vol. 20, No. 4, p. 665.

Riddle, Elizabeth, The Meaning and Discourse Function of the Past Tense in English, Vol. 20, No. 2, p. 267.

ENGLISH FOR SPECIAL PURPOSES/ EST/TECHNICAL WRITING

Graham, Janet G., and Robert S. Beardsley, English for Specific Purposes: Content, Language, and Communication in a Pharmacy Course Model, Vol. 20, No. 2, p. 227.

LANGUAGE PLANNING/POLICY

Bowers, Roger, English in the World: Aims and Achievements in English Language Teaching, Vol. 20, No. 3, p. 393.

LEXICON/VOCABULARY TEACHING

Crow, John T., and June R. Quigley, A Semantic Field Approach to Passive Vocabulary Acquisition for Reading Comprehension, Vol. 19, No. 3, p. 497.

Irujo, Suzanne, Don't Put Your Leg in Your Mouth: Transfer in the Acquisition of Idioms in a Second Language, Vol. 20, No. 2, p. 287.

LISTENING

Call, Mary Emily, Auditory Short-Term Memory, Listening Comprehension, and the Input Hypothesis, Vol. 19, No. 4, p. 765.

Nagle, Stephen J., and Sara L. Sanders, Comprehension Theory and Second Language Pedagogy, Vol. 20, No. 1, p. 9.

Seright, Linda, Age and Aural Comprehension Achievement in Francophone Adults Learning English, Vol. 19, No. 3, p. 455.

LITERACY

Gee, James Paul, Orality and Literacy: From *The Savage Mind* to *Ways With Words* (Review Article), Vol. 20, No. 4, p. 719.

LITERATURE

McConochie, Jean, "Musing on the Lamp Flame": Teaching a Narrative Poem in a College-Level ESOL Class, Vol. 19, No. 1, p. 125.

Spack, Ruth, Literature, Reading, Writing, and ESL: Bridging the Gaps, Vol. 19, No. 4, p. 703.

METHODS/MATERIALS

Auerbach, Elsa Roberts, and Denise Burgess, The Hidden Curriculum of Survival ESL, Vol. 19, No. 3, p. 475.

Cortese, Giuseppina, From Receptive to Productive in Post-Intermediate EFL Classes: A Pedagogical "Experiment," Vol. 19, No. 1, p. 7.

Enright, D. Scott, and Mary Lou McCloskey, Yes, Talking!: Organizing the Classroom to Promote Second Language Acquisition, Vol. 19, No. 3, p. 431.

Fröhlich, Maria, Nina Spada, and Patrick Allen, Differences in the Communicative Orientation of L2 Classrooms, Vol. 19, No. 1, p. 27.

Horowitz, Daniel M., What Professors Actually Require: Academic Tasks for the ESL Classroom, Vol. 20, No. 3, p. 445.

Johns, Ann M., Coherence and Academic Writing: Some Definitions and Suggestions for Teaching, Vol. 20, No. 2, p. 247.

Pennycook, Alastair, Actions Speak Louder Than Words: Paralanguage, Communication, and Education, Vol. 19, No. 2, p. 259.

Shih, May, Content-Based Approaches to Teaching Academic Writing, Vol. 20, No. 4, p. 617.

PHONOLOGY/PRONUNCIATION TEACHING

Dickerson, Wayne B., The Invisible Y: A Case for Spelling in Pronunciation Learning, Vol. 19, No. 2, p. 303.

Pennington, Martha C., and Jack C. Richards, Pronunciation Revisited, Vol. 20, No. 2, p. 207.

PROFESSIONAL STANDARDS AND CONCERNS

Bowers, Roger, English in the World: Aims and Achievements in English Language Teaching, Vol. 20, No. 3, p. 393.

Johnson, Donna M., Results of a National Survey of Graduates of Bilingual Education Programs, Vol. 19, No. 1, p. 59.

PROGRAM ADMINISTRATION AND EVALUATION

Beretta, Alan, Program-Fair Language Teaching Evaluation, Vol. 20, No. 3, p. 431.

Tollefson, James W., Functional Competencies in the U.S. Refugee Program: Theoretical and Practical Problems, Vol. 20, No. 4, p. 649.

READING

Block, Ellen, The Comprehension Strategies of Second Language Readers, Vol. 20, No. 3, p. 463.

Carrell, Patricia L., Facilitating ESL Reading by Teaching Text Structure, Vol. 19, No. 4, p. 727.

Perkins, Kyle, and Barbara Jones, Measuring Passage Contribution in ESL Reading Comprehension, Vol. 19, No. 1, p. 137.

REFUGEE ISSUES/ ADULT EDUCATION

d'Anglejan, Alison, Gisèle Painchaud, and Claude Renaud, Beyond the Language Classroom: A Study of Communicative Abilities in Adult Immigrants Following Intensive Instruction, Vol. 20, No. 2, p. 185.

Auerbach, Elsa Roberts, Competency-Based ESL: One Step Forward or Two Steps Back?, Vol. 20, No. 3, p. 411.

Tollefson, James W., Functional Competencies in the U.S. Refugee Program: Theoretical and Practical Problems, Vol. 20, No. 4, p. 649.

Tollefson, James W., Research on Refugee Resettlement: Implications for Instructional Programs, Vol. 19, No. 4, p. 753.

RESEARCH METHODOLOGY

Chaudron, Craig, The Interaction of Quantitative and Qualitative Approaches to Research: A View of the Second Language Classroom, Vol. 20, No. 4, p. 709.

Eisenstein, Miriam, Introduction: Alternatives in Second Language Research: Three Articles on the State of the Art, Vol. 20, No. 4, p. 683.

Henning, Grant, Quantitative Methods in Language Acquisition Research, Vol. 20, No. 4, p. 701.

Wolfson, Nessa, Research Methodology and the Question of Validity, Vol. 20, No. 4, p. 689.

SECOND LANGUAGE ACQUISITION

Abraham, Roberta G., Field Independence-Dependence and the Teaching of Grammar, Vol. 19, No. 4, p. 689.

d'Anglejan, Alison, Gisèle Painchaud, and Claude Renaud, Beyond the Language Classroom: A Study of Communicative Abilities in Adult Immigrants Following Intensive Instruction, Vol. 20, No. 2, p. 185.

Call, Mary Emily, Auditory Short-Term Memory, Listening Comprehension, and the Input Hypothesis, Vol. 19, No. 4, p. 765.

Cathcart-Strong, Ruth L., Input Generation by Young Second Language Learners, Vol. 20, No. 3, p. 515.

Chapelle, Carol, and Joan Jamieson, Computer-Assisted Language Learning as a Predictor of Success in Acquiring English as a Second Language, Vol. 20, No. 1, p. 27.

Doughty, Catherine, and Teresa Pica, "Information Gap" Tasks: Do They Facilitate Second Language Acquisition?, Vol. 20, No. 2, p. 305.
Enright, D. Scott, and Mary Lou McCloskey, Yes, Talking!: Organizing the Classroom to Promote Second Language Acquisition, Vol. 19, No. 3, p. 431.
Long, Michael H., and Patricia A. Porter, Group Work, Interlanguage Talk, and Second Language Acquisition, Vol. 19, No. 2, p. 207.
Nagle, Stephen J., and Sara L. Sanders, Comprehension Theory and Second Language Pedagogy, Vol. 20, No. 1, p. 9.
O'Malley, J. Michael, Anna Uhl Chamot, Gloria Stewner-Manzanares, Rocco P. Russo, and Lisa Küpper, Learning Strategy Applications with Students of English as a Second Language, Vol. 19, No. 3, p. 557.
Politzer, Robert L., and Mary McGroarty, An Exploratory Study of Learning Behaviors and Their Relationship to Gains in Linguistic and Communicative Competence, Vol. 19, No. 1, p. 103.
Seright, Linda, Age and Aural Comprehension Achievement in Francophone Adults Learning English, Vol. 19, No. 3, p. 455.

SOCIOLINGUISTICS/CULTURE

Khalil, Aziz, Communicative Error Evaluation: Native Speakers' Evaluation and Interpretation of Written Errors of Arab EFL Learners, Vol. 19, No. 2, p. 335.
Pennycook, Alastair, Actions Speak Louder Than Words: Paralanguage, Communication, and Education, Vol. 19, No. 2, p. 259.
Ramírez, Arnulfo G., and Robert D. Milk, Notions of Grammaticality Among Teachers of Bilingual Pupils, Vol. 20, No. 3, p. 495.
Wolfson, Nessa, Research Methodology and the Question of Validity, Vol. 20, No. 4, p. 689.

SPEAKING

Montgomery, Carol, and Miriam Eisenstein, Real Reality Revisited: An Experimental Communicative Course in ESL, Vol. 19, No. 2, p. 317.

SYNTAX/GRAMMAR TEACHING

Abraham, Roberta G., Field Independence-Dependence and the Teaching of Grammar, Vol. 19, No. 4, p. 689.
DeCarrico, Jeanette S., Tense, Aspect, and Time in the English Modality System, Vol. 20, No. 4, p. 665.
Riddle, Elizabeth, The Meaning and Discourse Function of the Past Tense in English, Vol. 20, No. 2, p. 267.

TEACHER TRAINING

Milk, Robert D., The Changing Role of ESL in Bilingual Education, Vol. 19, No. 4, p. 657.

TESTING

Bachman, Lyle F., Performance on Cloze Tests with Fixed-Ratio and Rational Deletions, Vol. 19, No. 3, p. 535.
Beretta, Alan, Program-Fair Language Teaching Evaluation, Vol. 20, No. 3, p. 431.
Greenberg, Karen L., The Development and Validation of the TOEFL Writing Test: A Discussion of TOEFL Research Reports 15 and 19 (Review Article), Vol. 20, No. 3, p. 531.
Hanania, Edith, and May Shikhani, Interrelationships Among Three Tests of Language Proficiency: Standardized ESL, Cloze, and Writing, Vol. 20, No. 1, p. 97.
LeBlanc, Raymond, and Gisèle Painchaud, Self-Assessment as a Second Language Placement Instrument, Vol. 19, No. 4, p. 673.
Perkins, Kyle, and Barbara Jones, Measuring Passage Contribution in ESL Reading Comprehension, Vol. 19, No. 1, p. 137.

Politzer, Robert L., and Mary McGroarty, An Exploratory Study of Learning Behaviors and Their Relationship to Gains in Linguistic and Communicative Competence, Vol. 19, No. 1, p. 103.

Spurling, Steven, and Donna Ilyin, The Impact of Learner Variables on Language Test Performance, Vol. 19, No. 2, p. 283.

TEXT ANALYSIS

Carrell, Patricia L., Facilitating ESL Reading by Teaching Text Structure, Vol. 19, No. 4, p. 727.

WRITING

Greenberg, Karen L., The Development and Validation of the TOEFL Writing Test: A Discussion of TOEFL Research Reports 15 and 19 (Review Article), Vol. 20, No. 3, p. 531.

Horowitz, Daniel M., What Professors Actually Require: Academic Tasks for the ESL Classroom, Vol. 20, No. 3, p. 445.

Johns, Ann M., Coherence and Academic Writing: Some Definitions and Suggestions for Teaching, Vol. 20, No. 2, p. 247.

Khalil, Aziz, Communicative Error Evaluation: Native Speakers' Evaluation and Interpretation of Written Errors of Arab EFL Learners, Vol. 19, No. 2, p. 335.

Mohan, Bernard A., and Winnie Au-Yeung Lo, Academic Writing and Chinese Students: Transfer and Developmental Factors, Vol. 19, No. 3, p. 515.

Raimes, Ann, What Unskilled ESL Students Do as They Write: A Classroom Study of Composing, Vol. 19, No. 2, p. 229.

Robb, Thomas, Steven Ross, and Ian Shortreed, Salience of Feedback on Error and Its Effect on EFL Writing Quality, Vol. 20, No. 1, p. 83.

Shih, May, Content-Based Approaches to Teaching Academic Writing, Vol. 20, No. 4, p. 617.

Spack, Ruth, Literature, Reading, Writing, and ESL: Bridging the Gaps, Vol. 19, No. 4, p. 703.

Zamel, Vivian, Responding to Student Writing, Vol. 19, No. 1, p. 79.